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ABSTRACT

Part of a large-scale investigation into the nature and quality of living conditions and competence of 6- to 12-year-olds in the Flemish community and Brussels-Capital region of Belgium, this study compared the experiences of children attending school in a village with those of children attending school in a city. Participating were 1,798 children from 68 primary schools. Over 96 percent of the students were from 2-parent families. In 67 percent of families both parents were gainfully employed. Data were obtained from questionnaires completed by all students and by 69 percent of the parents and 90 percent of the teachers. The findings indicated that in city schools the teacher was stricter than in village schools. Compared to children in the village schools, children in city schools had to do more work, but had more time to play; they were also teased more, felt more comfortable with their parents and were less angry with their fathers; felt more competent with regard to social competence, athletic competence, physical experience, behavioral conduct, and global self-worth. Children in villages more often played outside and visited friends' homes to play than city children. One-third of children felt that their parents do not have sufficient time for them and one-half of the parents agreed. (The children's questionnaire and nine data tables are appended. Contains 22 references.) (KB)

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Running head: PRIMARY SCHOOL IN A CITY OR VILLAGE

ED 432 370

Going to primary school in a city or in a village: does it make any difference?

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Abstract

The data on which we report are part of a large-scale investigation into the nature and quality of the living conditions and competence of 6 to 12 year old children. In 68 primary schools -a representative random sample of the primary schools of the Flemisch Community and the Brussels-Capital Region in Belgium- all pupils of one level whose parents consented (n= 1798/2141), completed a questionnaire on different aspects of their lives (family, parents' employment, school, environment, friends and leisure) and a Dutch version of Harter's Self-Perception Profile for Children. For the 6 to 8-year old children (n = 958) both questionnaires were adapted. About 69% of the parents and 90% of the teachers completed questionnaires on the living conditions of the children, including a teacher version of the Self Perception Profile for the latter.

We compare the experience of children attending school in a village (67%) with the experience of those attending school in a city (33%) for the following topics : willlingness to go to school, home-to-school distance and transport, relationship with teachers and parents, playground and time to play in school, neighbourhood, contact with friends in and outside the school, competence. Age and gender effects are discussed.

Introduction

Everybody has had some experience of attending school either in a village or in a city or in both. In this paper we investigate the experience of attending school and the differences in attending school in a village or attending school in a city from the viewpoint of elementary school children themselves and of their parents. We regard these perspectives as kinds of subjective perspectives concerning realitiy, as two differents sources of information: information from one source cannot replace information from the other source (Achenbach, McConaughy & Hovell, 1987; Harter, 1982).

The data reported form part of a large-scale CBGS survey on the quality of the living conditions and the competence of elementary school children (Van den Bergh, 1995, 1997). It is the first representative research on living conditions in Flanders that not only interviewed parents (and teachers), but also elementary school children, and this in a detailed as well as standardised manner. Our study follows on from research into living conditions recently carried out in other European countries such as research into 10 year olds by Wilk and Bacher (1994) in Austria, and the study by Peeters and Woldringh (1993) in the Netherlands. More especially in the first study children are given the chance to express their views on different aspects of their lives, e.g. on their school lives. In Van den Bergh (1994, 1996) detailed examination was directed towards the position of children in the family and society; we refer to these publications for more extensive background information to our study.

In this study we investigate the experience of children attending school in a village (67%) and in a city (33%) from the point of view of the children and of the parents. Age and gender effects are analysed for each of the questions.

Method

Subjects

1,798 children between 6 and 12 years old participated in the study. They came from 68 schools (and 122 classes). The distribution of schools according to province and school type in our random sample is proportional to the distribution of province and school type in the population of schools.

Most children were born in the period 1983-1988. The response rate was 84%. 1.241 parents participated. 95.7% of the sample were two-parent families: (1) in 67% both parents gainfully employed; (2) in 23.5% only the father gainfully employed; (3) in 2.2% only the mother gainfully employed; (4) in 3% none of the parents gainfully employed.

4.3% of the sample one-parent families: (1) in 2.2% with their gainfully employed mothers; (2) in 2.9 % with their not gainfully employed mothers; (3) in .2% with their fathers, all gainfully employed.

The age range of the fathers was: 22 - 66 years (M = 39 years). The age range of the mothers was: 24 - 52 years (M = 36 years). The response rate of the parents was 56. 113 teachers participated; 70% from in villages, 30% from cities. Their response rate was 93%.

Questions

Children's perspective

1 How do children feel at school?

- willlingness and experience of attending school
- relationship with teacher

2 Do children feel they have to work hard?

- duties at school, home work

3 Are there many friends at school? What about playing at school? What about teasing at school?

- contact with friends
- playground and time to play at school
- being teased and teasing at school

4 How is the relationship with friends outside school?

- friends and playing outside in the neighbourhood
- free time and playing with friends at home

5 How is the relationship with the parents?

- feelings towards parents, householdtasks, pets

6 What do children think about themselves?

- 5 distinct domains of competence and global self- worth (Self-Perception Profile for Children (Harter, 1985)).

Parents perspective

1 - 'immigration in schools'

2 - home-to-school distance and transport

3 - changing school

Procedure

In December 1994 all pupils of one level in the 68 participating schools were questioned all together in their classroom, by 143 students, in co-operation with the K.U. Leuven Centre for Developmental Psychology (Prof. A. Marcoen). Beforehand the students received both a handbook and a short, specific training session given by the researcher (see Van den Bergh, 1995). In class the study was led by the students themselves and lasted for around two hours. In most classes the study went well. Children showed much interest and in general co-operated willingly.

A child-friendly questionnaire was compiled for the pupils from the 1st, 2nd and 3rd grades as well as one for the pupils of the 4th, 5th and 6th grades. Furthermore, a version in Dutch (Veerman, 1989) of a standardised self-perception profile (Harter, 1983) was used, simplified for the younger children. All the questionnaires made use of child-friendly, clear and visually attractive question and answer forms mostly with 4 or 5 answer categories (West & Sammons, 1991). The questionnaire for the oldest children also contained many open questions, whilst the questionnaire for younger children contained only a few.

A questionnaire was also developed for parents as well as one for teachers. Teachers filled in the teachers' version of Harter's (1985) Self-perception Profile for each pupil.

In order to analyze the data, use was made of t-tests, analyses of variance and chi square tests, performed with SPSS 6.1 for windows and Microsoft EXCEL.

Results

Children's perspective

Question 1 How do children feel at school?

Children were asked whether they were happy to attend school. Four in ten answered that they are very happy and three in ten that they are happy to attend school. Two in ten children are only somewhat happy to attend school and less than one in ten are not at all happy to attend school. There are no differences between children attending school in cities and children attending school in villages. There are, however, pronounced differences between the age groups. Eight to ten younger children are happy or very happy to attend school and only one in twenty are not at all happy to attend school. Half the older children are happy or very happy to attend school. Three in ten are somewhat happy and one in ten are not at all happy to attend school. Boys are less happy attending school than girls, although difference between genders is less marked than age difference.

Most children (around eight in ten younger children and seven in ten older children) are mostly happy or very happy in the classroom. Of the remaining children one in five are unhappy or very unhappy in class. In schools in cities a bit more children feel bad or very bad. Younger children are happier than older children. Girls are happier in class than boys. Very young children (1st grade), older children (4th, 5th and 6th grades) and boys all feel more comfortable in the playground than in class. Children in the 2nd and 3rd grades as well as girls, feel as comfortable in the classroom as in the playground.

Approximately eight in ten pupils feel comfortable or very comfortable in their teachers' presence. Around one in ten sometimes feel uncomfortable. Almost one in ten mostly feel uncomfortable or very uncomfortable in their teachers' presence. Younger children feel more comfortable in their teachers' presence than older children, and girls feel more comfortable than boys.

A little less than half the pupils feel that teachers are not strict at all. Three in ten think that teachers are somewhat strict and two in ten feel they are strict or very strict. On average, children from schools in cities feel teachers are stricter than children from schools in villages do. On average boys feel teachers are stricter than girls do.

Four fifths of the pupils think that the lessons are interesting or very interesting. One fifth think that they are not interesting or only somewhat interesting. There are no differences between children attending school in different areas. Younger children and girls think the lessons are more interesting than older children and boys respectively.

Two in ten pupils think it is not at all quiet in the classroom; four in ten think it is a bit quiet and four in ten think it is quiet or very quiet. On average, children from schools in cities and younger children think it is quieter in the classroom than respectively, children from schools in villages and older children do.

Question 2 Do children feel they have to work hard?

Approximately half the children attending school in cities think that they have to do much work or very much work. Almost four in ten feel that they only have to do little work and one in ten feels that he or she does not have to do much work at all. Almost four in ten older children indicated that they have to do much work or very much work. Four in ten feel that they only have to do a little work and two in ten feel that they only have to do very little work. Younger children feel that they have to work harder than older children and boys feel that they have to work harder than girls, although this gender difference is not so pronounced as difference between age groups.

Children were asked how long they spend on their homework; children in schools in cities answer the same as children in villages. Three in ten children answered that they spend a long or a very long time on their homework. Furthermore, four in ten of the younger children answered that they spend little time on homework and three in ten children that they spend almost no time on homework. Six in ten of the older children said that they spend little time on homework and only one in ten said they spend almost no time on homework. On average younger children spend, according to their answers, less time on homework than older children. Younger boys and younger girls spend as much time as each other on homework, whilst for older children boys spend less time on their homework than girls.

Older children were also asked to indicate the number of hours they spend on their homework. Well over half of the children spend at most half an hour on their homework. Almost three in ten spend approximately an hour, one in ten spend at most one and a half hours. One in twenty children spend around two hours on their homework and one in forty spend even more than two hours.

Half the younger children feel good (happy) doing their homework and well over half the older children feel good. On the other hand one in five younger children feel bad or very bad

doing their homework. However, this is the case for one in six older children. On average older children feel less well than younger children doing their homework and boys feel less well than girls. Age differences are more marked than gender differences.

Question 3 Are there many friends at school? What about playing at school? What about teasing at school?

Three fourths of the children have many or very many friends at school. Almost one fourth have a few friends and one in fifty say they have no friends at school. There are no differences between children in schools in villages and schools in cities.

Younger children have more friends than older children at school. As regards older children girls have fewer friends than boys and for younger children differences were not noted between boys and girls.

Eight in ten children have their best friend in their class. This is more so for younger than older children; boys and girls do not differ on this point.

According to four fifth of the pupils you can play well or very well in the school playground; there are no differences for school in cities and schools in villages. One fifth feel that the playground is not good or only somewhat good for playing. Younger children feel the playground is better to play in than older children.

More than half the children from schools in cities feel that there is much or very much time to play at school. More than half of the children from schools in villages feel that there is not much time or only little time to play at school. Younger children feel that there is more time to play then older children do; boys feel there is more time to play than girls do.

Teasing appears to be a problem that very many children, approximately eight in ten, have to deal with in elementary school. Half the younger children say that they are sometimes teased. One in ten are often teased and two in ten children feel that they are very often teased.

Seven in ten of the older children answered that they are sometimes teased and one in ten are often or very often teased.

Not including children in the sixth year all children say that they tease less often than they themselves are teased. A greater percentage of older children than younger children say that they themselves tease and more boys than girls say that they tease. Half of the younger children say that they never tease others, four in ten children sometimes tease and one in ten tease often or very often. Only three in ten older children say they never tease others, around six in ten sometimes tease and approximately one in twenty tease often or very often.

Question 4 How is the relationship with friends outside school?

Do many friends live in the neighbourhood?

For two in ten children there are no friends who live in the neighbourhood. For four in ten children up to three friends live in the neighbourhood. Approximately two in ten children have between four and six friends in the area. One in ten children have between seven and ten friends in the neighbourhood. A further tenth have more than ten friends. For six in ten children attending school in cities no friends at all or very few friends live in the neighbourhood; children attending school in villages have a few more friends living in their neighbourhood.

Do children often play outside in the neighbourhood?

Children who have many friends in the neighbourhood more often play outside than children who have not many friends in the neighbourhood. Of the children attending school in cities one fourth never play outside and one fourth very often play outside. Of the children attending school in villages two in ten never play outside and three in then very often play outside. On average, boys play outside in the neighbourhood more often than girls. Older girls play outside more often than younger girls. For boys the youngest play outside as much as older boys.

Do children feel that they are busy?

Older children were asked whether they feel that they have a busy life: the answers were the same for children from schools in cities and children from schools in villages. Approximately half of the children felt that they are somewhat busy. One in ten felt that they are busy and one in twenty felt that they are very busy. Boys are, on average, a little busier than girls. One in three boys would like to have a quieter life and one in twenty would like to have a busier life. One in five girls would like to have a quieter life and one in thirty would like to have a busier life.

Do they have enough time for activities that they want to do alone or with friends?

Around eight in ten children felt that they have enough time for the activities that they wanted to do alone. Almost nine in ten children have enough time for activities they want to do with friends. No differences between schools in different areas and no gender differences were noted.

Do they have enough space to play in at home?

Half the children feel that there is very much space at home to play in. Three in ten think that there is much space and two in ten feel that there is little space. One in thirty children certainly does not have enough space to play. Younger children feel that they have more space to play at home than older children. No differences between schools in different areas and no gender differences were noted.

Do many friends come home to play? Do children often go to friends' homes to play?

For children attending school in cities about two in ten indicate that they never go to play at friends, approximately half of the children play at each others' only occasionally and for about three in ten this occurs often or very often. Children attending schools in villages more often play together at each others'; only about one in ten never go to play at friends.

Older children were asked how often friends come to play or how often they go to play. Approximately one in ten children have friends come to play or they go to play at friends' three or more times per week. Two in ten play together at each others' one to two times per week.

Three in ten play together once a month and for a further three in ten this occurs only a few times per year.

Question 5 How is the relationship with the parents?

Parents of children attending school in cities more often don't live together anymore than parents of children attending school in villages.

Who is often nice? Who are children sometimes angry with?

Children usually feel comfortable with both parents. Around nine in ten feel comfortable or very comfortable with their mother and a little less than nine in ten feel comfortable or very comfortable with their father. On average both younger and older children feel a little more comfortable with their mother than with their father. They also feel that their mother is more often nice than their father. On average children attending school in cities feel more comfortable with father and more comfortable with mother than children attending school in villages.

Children attending school in cities feel less annoyed with their father than children attending school in cities; half of the children attending school in cities never feel angry with their fathers whereas of the children attending school in villages only four in ten never feel angry with their fathers. Younger children (and only younger children) are more often annoyed with their mother than with their father; approximately half of the younger children are never annoyed with their mother and around six in ten are never annoyed with their father. For older children approximately two in ten are never annoyed with their parents. In comparison with the older children younger children are less often annoyed with their mother and less often annoyed with their father. Girls feel that their mother is more often nice to them than boys.

Who rewards often? Who punishes rarely?

Mother rewards the children slightly more often than father. Both punish equally. Children attending school in cities are more often rewarded by their mother and by their father. On average

young children are rewarded more often and punished less often than older children. Boys are not rewarded more often in comparison with girls, although they are punished more often.

Do children and parents have time enough for each other?

Approximately four in ten younger children think that their mothers do not spend enough time with them. As many feel that their fathers do not spend enough time with them. There are no differences between children attending school in different areas. In the first grade half of the children feel that their mothers and their fathers do not have enough time for them. Two to three in ten older children are dissatisfied with the amount of time their fathers spend with them and almost two in ten were dissatisfied with the amount of time their mothers have for them.

Somewhat less than half the parents (45%) felt that there is not enough time for the family to talk to each other. Half of the parents felt that they have too little time for the child. 65% felt that they have too little time for themselves or for their partners (66%). 72% felt that there is too little time for recreational activities as a family.

How frequent are the meals eaten together by the family?

Approximately four in ten parents felt that too few meals are taken together with the whole family. In one third of the families breakfast is taken together by the family as a whole every morning. In less than half of the families breakfast was taken together as a family only one or two times per week. Approximately one in ten families never have breakfast together. In one tenth of the families lunch is taken together with the whole family. This takes place once or twice a week for six in ten families. One tenth of the families never have lunch together. Around six in ten families have dinner together every day. For about one tenth this takes place once or twice per week and for one in forty families dinner is never taken together with the whole family.

How frequently the parents have visitors at home?

Children attending school in cities more often have visitors at home than children attending school in villages? About three in ten of the children attending school in villages have visitors often or very often; whereas for children going ot school in cities this is so for about four in ten.

How many children have pets?

Approximately eight in ten children have one or more pets at home: 82% of children attending school in villages have a pet and only 75% of children attending school in cities; 84% of the older children and 75% of the younger children; 82% of the girls and 76% of the boys.

Do children help their parents with household tasks?

Both younger and older children answered that they help their mother more than their father with household chores. Boys think that they help their father as much as their mother. Approximately half of the children help their mother a lot or very much. A little less than half help them sometimes. One in twenty children never help them. One in ten children never help their fathers and of the nine in ten children who do help their fathers half help them sometimes and half help often or very often.

Children attending school in cities more often help their mother than children attending school in villages. In comparison with older children younger children help both their mothers and father more often. Boys help their mothers more often than girls do. Girls help their mothers more often than boys do.

A list was presented to older children and they indicated how often they helped their parents with a number of chores: that is, never, now and then, once or twice per week or every day. On average girls help clear up their own room and toys more often than boys. They also help more often than boys to clean their room, clean the house, prepare meals, lay the table, wash up and to look after pets. Boys run errands alone more often and help in the garden more often. There are no

gender differences in helping clean the car, polish shoes or helping parents at work (e.g. helping in the shop...).

There were never more than half of the children who helped their parents daily with any of the chores listed. However, one third of the children do take care of their pet(s). Children helped their parents at least once a week with the following chores: clearing up their own room and toys (45%), laying the table and washing up (45%), looking after a pet (50%). For many chores helping 'now and then' is most frequent. Such frequencies are: cleaning in the house (57%), preparing meals (48%), laying the table/washing up (36%), running errands alone (47%), helping in the garden (56%), cleaning the car (68%). Approximately half of the children never help their parents clean their own room (45%), nor at their work (42%) nor cleaning their shoes (57%)

Question 6 What do children think about themselves?

Table 1 about here

2x2 ANOVA's with school area and gender as independent variables were conducted on Harter's Self-Perception Profile for Children (see table 1)

Children in schools from urban areas feel themselves more competent than children in schools from rural areas, with regard to Social Competence, Athletic Competence, Physical Experience, Behavioural Conduct, Global Self-Worth.

Parents perspective

Question 1 Immigration in schools in villages and cities

Immigration is higher in schools from cities than in schools from villages (Π^2(1020, 1) = 280. 45; $p < .0000$) (see table 2)

Table 2 about here

Question 2 Home to school distance and transport

Schools in villages are more often the school nearest by

(Π^2(1024, 1) = 97.37; p < .0000) (see table 3)

Table 3 about here

The home-to-school distance is shorter for schools in villages

(Π^2(1020, 2) = 38. 19; p < .0000) (see table 4)

Table 4 about here

The duration of transport is shorter for schools in villages.

(Π^2(1021, 3) = 53. 08; p < .0000) (see table 5)

Table 5 about here

In schools from villages children more often go to school by bicycle or are transported with the schoolbus; children attending school in cities more often go by feet or are transported by car. (see table 6)

Table 6 about here

In schools from villages more children go to school by themselves, with friends or with younger siblings whereas in schools from villages more children are accompanied by their parents (see table 7).

Table 7 about here

Question 3 Changing school

Did the child change school during elementary education?

In schools from cities already 20% of the children changed school whereas for children from schools in villages only 10% changed school (Π^2 (1008,1) = 14.87, p = .0001).

Children in schools from cities more often follow classes one year lower (see table 8).

Table 8 about here

Table 9 about here

Discussion and conclusion

This paper intended to give a first description of the experience of attending school and of the differences of attending school in a village or attending school in a city. This was achieved using a series of data provided in the first place by children themselves as well as their parents in the framework of the research project 'The Living Conditions of Children'

In our discussion we would like to consider the nature of the research carried out as well as a number of results gained. Given the fact that this work primarily aimed at describing data, further explanation or interpretation of the results gained will not be given. This is a task for other publications to take up.

Differences in attending school in a village and attending school in a city, from the child's point of view: significant results.

In schools from cities the teacher is stricter and it is more quiet in the classroom than in schools from villages. Children have to do more work in schools from cities and at the same time they have the experience of having more time to play than children from schools in villages do. In schools from cities children are more teased than in schools from villages. Children in villages more often play outside and more often go to friends' homes to play.

With regard to the parents we can conclude that in cities parents more often do not live together anymore. Children attending school in cities feel more comfortable with their mothers and with their fathers and feel less angry with their fathers; they are also more rewarded by both parents and help their mothers more with householdtasks than children attending school in villages. Parents of children attending school in cities more often have visitors at home than those of children attending school in villages. Children attending school in a village more often have at least one pet than children attending school in a city.

Children in schools from urban areas feel themselves more competent than children in schools from rural areas, with regard to Social Competence, Athletic Competence, Physical Experience, Behavioural Conduct, Global Self-Worth.

Comments on the nature of the research carried out.

This research project took the child not only as a unit of analysis, but also incorporated the child's perspective as a central element; it is situated at the point of contact between psychology and sociology.

There has always been an interest in the child's perspective or view in psychology (and pedagogy).If views of children were studied, it happened within the framework of interpretations given and recorded by adults in line with a specific scientific tradition (see Alanen, 1992). For example there was interest in the development of specific aspects of language or social skills. Research often aimed at testing certain theories. The child was often the object of research and not always directly involved in research (information was often asked about the child rather than the child being asked for information).

In sociology a certain gap could be observed as regards research on and with children. Understanding of children as a social group has been lacking (Deven & Broos, 1991; Jensen & Saporiti; 1992, Qvortrup, 1990). One noted that information on children was, as it were, hidden in statistics. In the last 10-15 years attempts have been made in most countries to gather more informa-

tion on children as a social group with the child as a unit of analysis (e.g. Childhood as a Social Phenomenon, European Centre for Social Welfare Policy and Research in Vienna (Bardy, Qvortrup, Sigritta & Winterberger (1990/-1996; Cantillon, Meulemans & Van Reusel, 1992; Speltincx & Jacobs, 1996).

In the past ten years research from a child's perspective has been carried out and our research project follows on from this. The aim was to involve children as subjects in research allowing them to give expression to their own meanings. It is often inter-disciplinary research. The aim is not to use existing concepts as a normative framework, but to examine how children use concepts.

The purpose of the research project is not only to examine how children develop certain ideas, but how they handle reality as well as how they give it form and meaning. It also looks at how children by doing the above contribute in giving form to society. No prior definition was given of children's competence, but the meaning and significance competence have for children was examined. This was done from their viewpoints taking into account the environment in which they live (e.g. Andeneas, 1996; Dahlberg, 1996; Van Gils, 1995; Wilk & Bacher, 1994). Children are recognised as experience experts in their own area.

We let the children speak. Children were interviewed in a standardised manner. In this paper we proceed using the data as reported by the children themselves. In further research, for example comparison of information given by parents, teachers and children on the same topics one can examine discrepancies between their responses. A discrepancy observed does not automatically mean that children's answers are not reliable. The younger children's answers are often extreme. It could be that they experience things in a more extreme and less nuanced manner than older children. It could, however, be that they only have a tendency to choose extreme answers. Until this has been further researched caution should be exercised in interpreting the results obtained.

It is disquieting that one fifth of the children hold rather negative to very negative views on the school. Half of the children think that they must work (too?) hard for school. Being teased is for eight in ten children a problem to a smaller or larger extent. How do the children experience these problems? What problems do the teachers are faced with? From whom do they expect help?

In the case of four out of ten children, fewer than four friends are living in the neighbourhood. Fewer than half of the children are playing regularly at their friends' homes. Half of the children never play or only now and then outside in the neighbourhood. To what extent can we still speak of "playing children"? How much time and (safe) room remain for unprogrammed, unorganised activities in an environment which is not controlled by adult people?

Children are very busy. About one fourth of them would like to live more quietly. Nevertheless a number of them would like to be more busy. Do they prepare their completely full programmes themselves? What are their programmes like? Are they influenced or guided and by whom?

At first sight it appears that children are comfortable in their families. Nevertheless, there are many children who feel sad or lonely. Approximately one third of the children feel that their parents do not have sufficient time for them. Approximately half of the parents also think themselves that they have too little time for their children. These results refer to the feeling parents have that there is insufficient time. In the light of this further research should be undertaken as to the degree to which quantitative aspects of time (how many hours one spends together) and qualitative aspects (how one spends the time together) are of importance.

It was also noted that division of chores or children helping their families and the household is still very traditional. Does this mirror chores and tasks that parents undertake themselves? Further publications will examine this point more closely.

Further research will examine if and how different aspects of the children's living conditions influence, their feeling comfortable in their families and their feeling of competence.

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Table 1.

Harters Self-Perception Profile for Children: mean subscales scores and results of 2xA ANOVA's

	Schools in villages	Schools in cities	p
Scholastic Competence	15.97	16.33	.25 (ns)
Social Competence	17.46	18.07	.051
Athletic Competence	17.25	18.01	.017
Physical Experience	18.36	19.30	.007
Behavioural Conduct	16.56	17.21	.023
Global Self-Worth	18.33	19.14	.008

Table 2.

'Immigration' in schools in village and city.

	Living in village	Living in city	Total
Attending school in village (68 %)	86	14	100
Attending school in city (32 %)	34	66	100
Total	70	30	100

Table 3.

Is the school chosen, the school nearest by (%)?

	yes
school in village	74
school in city	42
total	64

Table 4.

Home-to-school distance (%)

	< 5 km	5 - 10 km	> 10 km	Total
school in village	90	8.4	1.6	100
school in city	76.2	17	6.8	100
Total	85.6	11.2	3.2	100

Table 5.

Duration of transport to school (%)

	< 10 '	10-20'	20-30'	> 30'	Total
school in village	75.5	20.2	3.0	1.3	100
school in city	52.8	38.8	5.6	2.8	100
Total	68.4	26.1	3.8	1.8	100

Table 6.

Home-to-school transport (%)

	schools in villages	schools in cities	total
by feet	27.0	36.2	29.9
by car	58.6	64.1	60.3
by bicycle	36.4	20.1	31.1
schoolbus	8.0	2.5	6.2
public bus, metro, tram	1.4	2.5 (n.s.)	1.8

Table 7.

Who accompanies the child on his way to school?

	schools in villages	schools in cities	total
nobody	19.8	15.21	18.3
friends	10.7	5.6	9.1
younger sibling(s)	8.7	3.1	9.1
older sibling(s)	10.8	10.2 (n.s.)	10.6
parent(s)	63.9	76.2	67.8

Table 8.

Is the child following classes, one year ahead or one year behind? (%)

	schools in villages	schools in cities	total
1 year ahead	1.0	1.2	1.1
year OK	90.1	85.0	88.5
1 year behind	8.9	13.8	10.5

Table 9.

Overview: Significant differences between children attending school in villages and children attending school in cities.

	Mean Village	Mean City	F (1400,1)	P
Teacher is strict	1.82	1.93	4.44	.035
Quiet in class	2.24	2.43	10.87	.001
Hard work	2.37	2.64	23.59	.000
Time to play	2.50	2.68	10.27	.001
Being teased	2.07	2.17	4.36	.037
Play outside	2.58	2.41	6.76	.009
Friends come to play	2.46	2.33	4.83	.028
Mother and father live together	1.09	1.14	6.56	.010
Feel comfortable with mother	1.37	1.24	10.09	.002
Feel comfortable with father	1.52	1.41	4.64	.031
Mother rewards	2.59	2.71	5.13	.024
Father rewards	2.53	2.67	6.14	.013
Feel angry with father	1.68	1.59	4.44	.035
Visit at home	2.38	2.47	4.12	.042
Having pets	1.82	1.75	7.89	.005
Helps mother	2.65	2.80	8.40	.004

APPENDIX 1

QUESTIONNAIRE FOR CHILDREN , Year 1-2-3

my name is : .....

1

do you like to go to school ?

o no

a little

quite a lot

a lot

2

how do you feel in the classroom?

3

how do you feel on the playground during playtime in your school?

4

does your mother/stepmother work?

ə she stays at home and does no paid work
əə she stays at home and does paid work at home
əəə she sometimes stays at home and she sometimes goes to work
əəəə she goes out to work